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ABSTRACT

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. "The Multigrade Classroom" is a seven-book series that provides an overview of current research on multigrade instruction, identifies key issues teachers face in a multigrade setting, and provides a set of resource guides for multigrade teachers. Book 3 discusses classroom management and discipline. Because of the different age levels in a multigrade classroom, clear consistent rules and procedures are even more critical than in a single-grade classroom. Three phases of classroom management are described: (1) planning before school begins (arranging the classroom, identifying expectations for behavior, planning consequences); (2) implementing plans at the beginning of the school year (teaching students to behave, considering students' concerns, being a role model); and (3) maintaining good discipline (monitoring and handling inappropriate behavior, organizing and conducting learning activities). The following aspects of organization are discussed in detail: organizing the classroom space and the materials in it, organizing teacher activities in the classroom, organizing student activities, and establishing classroom rules and procedures. Guidelines for planning classroom rules and procedures are offered in the form of questions for consideration. (Contains 28 references and 9 resources.) (SV)

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The Multigrade Classroom
A Resource for Small, Rural Schools

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Book 3: Classroom Management and Discipline

RC 022271

Northwest Regional Educational Laboratory

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THE MULTIGRADE CLASSROOM: A RESOURCE HANDBOOK FOR SMALL, RURAL SCHOOLS

Book 3: Classroom Management and Discipline

November 1999

Rural Education Program

Based on the September 1989 publication
of the same title written by Bruce A. Miller

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Cohen, E. (1986). *Designing groupwork: Strategies for the heterogeneous classroom* (pp. 207–209). New York, NY: Teachers College Press. (Reprinted with permission of publisher.)

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Overview

Preface

The preface describes the process used in developing this handbook, including the multigrade teachers who shared their classroom strategies and ideas for improving the usefulness of the handbook.

Introduction

The history of multigrade classroom instruction is presented, along with the background information that describes why multigrade instruction is an important and complex issue for educators.

Book 1: Review of the Research on Multigrade Instruction

In this book, the research on multigrade instruction is reviewed in order to answer two questions: (1) What effect does multigrade instruction have on student performance? and (2) What kind of training is needed in order to teach in a multigrade classroom? Detailed information focusing on organizing and teaching in a multigrade classroom is also presented.

Book 2: Classroom Organization

This book describes strategies for arranging and organizing instructional resources and the physical environment of the classroom. Sample classroom layouts and a "design kit" for organizing your classroom are also included.

Book 3: Classroom Management and Discipline

Establishing clear expectations for student behavior and predictable classroom routines has been shown to improve student performance. In this book, research relating to classroom management and discipline are presented, along with a checklist for planning management routines and discipline procedures.

Book 4: Instructional Organization, Curriculum, and Evaluation

Research-based guidelines for planning, developing, and implementing instructional strategies are presented. This book emphasizes the development of cooperative work norms in the multigrade classroom and explains how to match instruction to the needs of students. An overview of curriculum and evaluation planning concepts is also provided. This book is a close companion piece with book 5: Instructional Delivery and Grouping.

Book 5: Instructional Delivery and Grouping

This book emphasizes that instructional quality and student grouping are key components for success in the multigrade classroom. Instructional methods such as recitation, discussion, and cooperative learning are reviewed. Planning guides and examples are also included where appropriate. Strategies for organizing group learning activities across and within grade levels, especially those that develop interdependence and cooperation among students, are discussed.

Book 6: Self-Directed Learning

Developing skills and strategies in students that allow for a high level of independence and efficiency in learning, either individually or in combination with other students, is essential in the multigrade classroom. Ideas for developing self-direction are presented in this book.

Book 7: Planning and Using Peer Tutoring

This book provides guidelines for developing skills and routines whereby students serve as "teachers" to other students within and across differing grade levels. The research on what makes for effective tutoring in the classroom is also reviewed.

Preface

The development of this handbook began in 1987, when a group of people involved in rural education raised several issues regarding multigrade classroom instruction.

In their discussions, members of the advisory committee for the Northwest Regional Educational Laboratory's (NWREL) Rural Education Program agreed that multigrade teacher training in their respective states was either lacking or wholly inadequate. They also were concerned about the availability of research and training materials to help rural multigrade teachers improve their skills.

As a result of these concerns, the Rural Education Program decided to develop a handbook to assist the multigrade teacher. The handbook evolved in several stages. The first was a comprehensive review, conducted by Dr. Bruce Miller, of the research on multigrade instruction that included articles, books, and research reports from the United States, Canada, Australia, and other countries.

From this review, six topic areas emerged that are considered essential for effective multigrade instruction: classroom organization; classroom management and discipline; instructional organization, curriculum, and evaluation; instructional delivery and grouping; self-directed learning; and planning and using peer tutoring. Dr. Miller developed the handbook around these six instructional areas, and a draft was completed in June 1989, with support from the Office of Educational Research and Improvement (OERI).

The second stage occurred in July 1989, when a conference was held in Ashland, Oregon, with multigrade teachers who were recommended by educational leaders from throughout the Northwest and Pacific Island regions.

During the conference, participants were organized into workgroups, each focusing on one of the topic areas. Their tasks were to review the appropriate handbook chapter for clarity and content, to suggest alternative and/or additional instructional strategies to those presented in the handbook, and to write case descriptions of activities drawn from their classrooms. For example, Joel Anderson from Onion Creek Elementary in Colville, Washington, described how he grouped students for cooperative learning. Darci Shane from Vida, Montana, presented a school handbook she had developed for parents that included a class schedule and other school-related information. (A full list of participants appears at the end of this preface.) The final handbook was completed by Dr. Miller in September 1989.

Based on the growing interest and research on multigrade instruction the handbook was revised and updated in 1999, also with support from OERI. The final version, completed with support from the Institute of International Education (IIE), is now composed of a series of seven stand-alone books.

Book 1: Review of the Research on Multigrade Instruction
Book 2: Classroom Organization
Book 3: Classroom Management and Discipline
Book 4: Instructional Organization, Curriculum, and Evaluation
Book 5: Instructional Delivery and Grouping
Book 6: Self-Directed Learning
Book 7: Planning and Using Peer Tutoring

Purpose and Scope of the Handbook

The handbook has been written to serve three general purposes:

- To provide an overview of current research on multigrade instruction
- To identify key issues teachers face when teaching in a multigrade setting
- To provide a set of resource guides to assist novice and experienced multigrade teachers in improving the quality of instruction

However, because of the complexity of multigrade instruction and the vast amount of research on effective classroom instruction, this handbook can only serve as a starting point for those educators wanting to learn new skills or refine those they already possess.

Each book of the series presents information, strategies, and resources considered important for the multigrade teacher. While all the books are related, they also can stand alone as separate documents. For example, the books on Classroom Organization (Book 2) and Classroom Management and Discipline (Book 3) contain overlapping information. Ideally, these two books are best utilized together. The same is true of the books on Instructional Organization, Curriculum, and Evaluation (Book 4) and Instructional Delivery and Grouping (Book 5). Wherever possible, these relationships have been noted in the appropriate books.

In conclusion, the series of books has been designed to be used as a research-based resource guide for the multigrade teacher. It covers the most important issues the multigrade teacher must address to be effective in meeting the needs of students. Sample schedules, classroom layouts, resource lists, and strategies aimed at improving instruction have been used throughout. It is our hope that the handbook will raise questions, provide answers, and direct the multigrade teacher to resources where answers to other questions can be found.

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Introduction

In contrast to a historical pattern of children developing within an age-varied social system, many children today spend a majority of their time in an age-segregated milieu (Katz, Evangelou, & Hartman, 1990; McClellan, 1994). The results of this pattern of segregation are thought to contribute to a declining social support system and compromised development of children's social and academic skills.

Coleman (1987) suggests the need for a significant institutional and societal response to support functions traditionally filled by the family, such as the development of feelings of belonging and community, emotional and social bonding, and nurturance. Increasingly, the school has been viewed as one of the most effective and efficient contexts to address children's academic, affective, and social needs before these needs reach crisis proportions.

A growing body of research explores the influence of educational contexts on children's development. While interest has focused on the impact of the classroom environment on children's attitudes toward school, cognitive growth, and academic development, less direct attention has been given to the relationship between classroom context (including the structure and content of children's peer relationships) and academic and social development during the elementary years. One approach explored by theoreticians and researchers for encouraging children's academic and social skill development is multigrade instruction.

In multigrade instruction, children of at least a two-year grade span and diverse ability levels are grouped in a single classroom and are encouraged to share experiences involving intellectual, academic, and social skills (Goodlad & Anderson, 1987; Katz et al., 1990; McClellan & Kinsey, 1996). Consistency over time in relationships among teachers, children, and parents is viewed as one of the most significant strengths of the multigrade approach because it encourages greater depth in children's social, academic, and intellectual development. The concept of the classroom as a "family" is encouraged, leading to expansion of the roles of nurturing and commitment on the part of both students and teacher (Feng, 1994; Hallion, 1994; Marshak, 1994).

The potential academic and social implications of the multigrade concept of education are strongly supported by extensive research demonstrating the importance of peers in children's academic and social development, and by studies of reciprocity theory, which demonstrate the positive effect on child academic and social behavior of sustained close relationships between children and caregivers (Kinsey, 1998; Maccoby, 1992).

The adequate implementation of a multigrade approach to education extends beyond simply mixing children of different grades together. A positive working model of a multigrade classroom allows for the development of academic and social skills as the teacher encourages cross-age

interactions through tutoring and shared discovery. Social competence develops for older children out of their roles as teachers and nurturers, and for younger children out of their opportunity to observe and model the behavior of their older classmates (Katz et al., 1990; Ridgway & Lawton, 1969).

The multigrade classroom has traditionally been an important and necessary organizational pattern of education in the United States, notes Miller (1993). Multigrade education dates back to the one-room schools that were the norm in this country until they were phased out in the early part of the 1900s (Cohen, 1989; Miller, 1993). From the mid-1960s through mid-1970s, a number of schools implemented open education, ungraded classrooms, and multigrade groupings. Although some schools continued to refine and develop the multigrade concept, many of these programs disappeared from public schools. With the beginning of the industrial revolution and large-scale urban growth, the ideal of mass public education took root and the practice of graded schools began in earnest.

The graded school system provided a means of organizing and classifying the increased number of urban students of the 1900s. Educators found it easier to manage students by organizing them into age divisions or grades. Other factors, such as the advent of the graded textbook, state-supported education, and the demand for trained teachers, further solidified graded school organization (Miller, 1993; Uphoff & Evans, 1993). Critics of the graded school were quick to emphasize this deficiency. The realization that children's uneven developmental patterns and differing rates of progress are ill-matched to the rigid grade-level system has resulted in a growing interest in and study of the potential benefits of multigrade education in recent years (Miller, 1996). This growing interest is due to a greater focus on the importance of the early years in efforts to restructure the educational system (Anderson, 1993; Cohen, 1989; Stone, S.J., 1995; Willis, 1991) and an awareness of the limitations of graded education.

The multigrade classroom is labor intensive and requires more planning, collaboration, and professional development than the conventional graded classroom (Cushman, 1993; Gaustad, 1992; Miller, 1996). Sufficient planning time must be available to meet the needs of both teacher and students. Insufficient planning, staff development, materials, support, and assessment procedures will have an impact on the success of the multigrade program (Fox, 1997; Miller, 1996; Nye, 1993).

Despite these constraints, there are special advantages to multigrade classrooms. Flexible schedules can be implemented and unique programs developed to meet students' individual and group interests and needs. Combined classrooms also offer ample opportunity for students to become resourceful and independent learners. The multigrade rural classroom is

usually less formal than the single-grade urban or suburban classroom. Because of the small class size, friendly relationships based on understanding and respect develop naturally between the students and the teacher. In this setting, students become well-known by their teacher and a family atmosphere often develops.

However, many teachers, administrators, and parents continue to wonder whether multigrade organization has negative effects on student performance. For most rural educators, multigrade instruction is not an experiment or a new educational trend, but a forceful reality based on economic and geographic necessity. In a society where educational environments are dominated by graded organization, the decision to combine grades is often quite difficult. The Rural Education Program of the Northwest Regional Educational Laboratory receives numerous requests from rural educators with two overriding concerns regarding multigrade classrooms:

- What effect does multigrade instruction have on student performance?
- What kind of preparation or training is needed to be an effective teacher in a multigrade classroom?

This handbook will provide answers to these questions and develop an overview of key issues facing school districts and teachers involved in or contemplating multigrade classrooms.

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Classroom Management and Discipline

The following information is meant only as a starting point—something you will want to add to, modify, and use in the way that best meets your needs. Managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency. Students come into the classroom expecting the teacher to give them guidance and direction about rules and procedures and how the classroom is organized for instructional use. Having a uniform and predictable set of rules and procedures simplifies the task of being successful. Having clear and efficient routines makes classroom life run smoothly. Because there are so many different levels in a multigrade classroom, the need for clear, consistent rules and procedures is even more critical than in traditional, single-grade classrooms.

Three Phases of Classroom Management and Discipline

Effective teachers have been consistently observed by researchers to engage in three distinct phases of classroom management and discipline: (1) planning before school begins, (2) implementing plans, and (3) maintenance (Emmer, 1987). Each phase will be presented in this book, along with examples of what effective teachers do during each phase.

Phase 1: Preparing for the Beginning of School

Effective teachers make their expectations explicit through clear rules and procedures that are consistently taught and enforced. The first few weeks of school are used to establish these expectations. Therefore, early planning and preparation before school begins is critical for starting the school year right. As one multigrade teacher noted, "Teachers must have their own idea of what the classroom will look like and how it will function before the first day of school." In other words, before the students arrive, the teacher must develop a vision of classroom life: how students will behave and relate to one another, where they will work, how resources will be organized, and other important classroom considerations.

During Phase 1, teachers focus on planning the arrangement of the classroom, organizing supplies and materials, and planning instructional activities for the first few days of school. In a review of seven different studies of teacher planning for the beginning of the school year, Emmer (1987) identify several key areas for teacher attention:

Arranging the classroom

Effective teachers focus on organizing furnishings and materials in order to facilitate instruction in several general ways: (1) student seating should be easy to monitor by the teacher and not distracting to the students; (2) well-used areas of the room should be easily accessible; and (3) materials and equipment should be quite accessible by students and the teacher.

Identifying expectations for behavior

Establishing productive norms for student behavior can make the difference between success and failure for a classroom teacher. These norms are best set early in the year in a variety of ways, such as "teacher praise for appropriate behavior, corrective feedback, formally presented rules, establishing procedures that regulate behavior during classroom activities, and academic work requirements" (Emmer, 1987, pp. 236–237). Students must learn how to behave in a wide variety of work and social situations. If the teacher can lay out in advance the desired expectations for some of these situations, it is more likely that students will behave in the desired manner. Some of the activities that must be planned for are:

- Whole-class instruction
- Teacher-led small groups
- Independent, small, cooperative workgroups
- Individual seatwork
- Transitions between activities
- Room and equipment use
- Tutoring students
- Giving and receiving assignments

Planning consequences

Once a teacher develops clear expectations for student behavior in different learning and social areas, the next step is to decide on consequences for students who follow or do not follow these expectations. Consequences may be divided into two general areas: rewards and punishment. Stickers, awards, prizes, or privileges are examples of commonly used extrinsic rewards. Emmer (1987) suggest that punishments "be reserved for behaviors that are easily observable and relatively infrequent [otherwise] inconsistent teacher use of punishment is much more likely" (p. 238). When students are successful and receive teacher feedback, approval, and recognition, the need for extrinsic rewards is minimal. In other words, teacher behavior and instructional quality have a bigger impact on producing

positive student behavior than the reward and punishment consequences a teacher may establish (see Book 4: Instructional Organization, Curriculum, and Evaluation for more information on establishing a positive instructional climate).

Consequences should be consistently maintained and administered, and they should be the same for everyone. Students who have disabilities will break the rules like anyone else, and they should receive similar consequences.

Student participation

Student participation in creating the best learning environment will create a class that manages lessons and time well. As students become more capable and able to take on responsibility, they will want to voice their opinions on aspects of school life. Teachers should be able to listen to their ideas and implement them.

Additional areas will be presented toward the end of this book in the planning guide for classroom procedures and rules.

Phase 2: Beginning the School Year

During this phase, the teacher seeks to put into practice plans that have been developed prior to the start of school. This is the time when norms are established and students develop a view of how "their particular class will operate." Emmer (1987) identifies four principles that can help the teacher get off to a good start:

1. Teach students to behave

Teach rules and expectations as if they were academic content. For example, if you use cooperative workgroups, be sure students know what it looks like to cooperate and give them the opportunity to practice. Students should know from the teacher exactly what is expected for the different types of classroom activities. A recently completed five-year study of a program designed to teach elementary students prosocial behaviors demonstrated the effectiveness of treating rules and expectations as academic content. Children in the program displayed more spontaneous prosocial behavior toward one another, and were more supportive, friendly, and helpful than students in a group of comparison schools (Villa, Thousand, & Stainback, 1992). However, it was not only teaching desired social skills and behavior that produced the results, but also structuring the learning environment and teacher modeling.

2. Consider students' concerns

It is important to recognize that students may be anxious or nervous about their new environment. They may have concerns about being successful, getting along well with others socially, and doing the "right" thing. By being supportive and encouraging and providing activities with high success rates, you can alleviate some of these fears.

3. Lead the class

Research has demonstrated that the most effective teachers maintain a highly central role in the classroom. They are not authoritarian tyrants, but they do not turn the class over to the students. They make decisions aimed at achieving specific purposes, and they monitor their decisions for effectiveness. For example, if they want students to work in small problem-solving groups, they make sure students know how to work cooperatively and that the assignment is clearly understood. Then they monitor group progress to ensure that students are successful in carrying out their assignment.

4. The teacher as role model

It is important to teach students that how we act and interact with others is our own responsibility. As a teacher, maintain a positive classroom climate. All students must be taught how to interact with others and, of course, teachers must model respect for them with an impartial and caring attitude. No amount of teaching can overshadow our own actions and behavior. All students will benefit from a good role model, particularly in a teacher's interactions with students who have challenges.

Phase 3: Maintaining Good Discipline

Once the school year is underway and positive student social and academic norms have been established, the teacher must seek to maintain these norms. In this phase, the teacher's role shifts toward keeping high levels of student engagement and preventing disruptions of the learning environment. Emmer (1987) divides this phase into two key areas:

1. Monitoring and handling inappropriate behavior

Effective teachers are good managers who do not ignore large amounts of inappropriate behavior. They monitor classroom norms continuously, stopping and then redirecting incidents of unacceptable behavior in a prompt and timely manner. However, these teachers are not negative or sarcastic toward student misbehavior, and they respond in ways that do not call attention to the problem at hand. For example, when a student is observed off task, the teacher moves closer to the student but says nothing as an alternative to verbally reprimanding the student.

Shane teaches in a single-room school in eastern Montana and uses several strategies to keep students on task. Shane says that when kids run out of things to do, they are likely to disturb others. To avoid this situation, she keeps a running list of things for them to do when their work is finished. Students are encouraged to add ideas to the list. Some of the activities on her list include:

- Reading *Ranger Rick* or *World* magazine
- Listening to tapes
- Free reading: encyclopedias, library books, and so forth

- Looking up words in the dictionary
- Helping the teacher
- Journal writing
- Writing a penpal
- Reading to a younger student

Russell Yates, a multigrade teacher in the Chimacum School District in Washington state, uses a problem-solving form, as shown in Figure 1, to control behavior and maintain discipline. He explains:

> *When individual students make a behavior mistake in my classroom, I have them complete a problem-solving form. This process not only gently reminds the student of the expected behavior, it also directs them to find their own workable solution. When I ask the student to "please fill out a problem-solving form," he or she will walk back to the "problem-solving desk," complete the form including pictures of the problem and solution at the bottom of the form, place it in a specific paper tray, and then appropriately rejoin the class or activity. At my convenience (usually the next recess), I use the completed form to discuss the problem and solution with the student.*

Following are additional techniques that teachers can use in their classroom to help them achieve effective group management and control. They have been adapted from "A Primer on Classroom Discipline: Principles Old and New," by Thomas R. McDaniel (1986).

Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and understand that it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them. You don't mind talking while they talk. You are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

The focusing technique means that teachers will demand students' attention before beginning, that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it five to 10 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft-spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

FIGURE 1: Problem-Solving Form

Problem-Solving Form

My problem is:

My solution is:

Student signature: *Date:*

Teacher signature: *Date:*

Problem	*Solution*

Direct instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. Time limits for some tasks may be set.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

A teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

Monitoring

The key to this principle is to circulate. Get up and move around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their name on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed. Students who are not yet quite on task will be quick to get going as they see her approach. Those who are distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice, and her students appreciate her personal and positive attention.

Modeling

McDaniel tells us of a saying that goes, "Values are caught, not taught." Teachers who are courteous, prompt, enthusiastic, in control, patient, and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

Nonverbal cuing

A standard item in the classroom of the 1950s was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top, he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of nonverbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

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Nonverbal cues can also be facial expressions, body posture, and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the student to do when you use your cues.

Environmental control

A classroom can be a warm, cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and color act as a siren that pulls them off task. They may need more "vanilla" and less "rocky road." Have a place to which you can steer these youngsters. Let them get their work done first, then come back to explore and enjoy the rest of the room.

Low-profile intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She moves around and monitors the activity in her classroom. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way: "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

Assertive discipline

This is traditional limit-setting authoritarianism. When executed it includes a good mix of praise. This is high-profile discipline. The teacher is the boss, and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

Assertive I-messages

A component of assertive discipline, I-messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do.

The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. ("I want you to ..." or "I need you to ..." or "I expect you to ...")

The inexperienced teacher may incorrectly try "I want you to stop ...", only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior, and the student is quick to retort, "I wasn't doing anything!" or "It wasn't my fault!" or "Since when is there a rule against ...", and escalation has begun.

Humanistic I-messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, describe the child's behavior ("When you talk while I talk ..."). Second, state the effect this behavior has on the teacher ("... I have to stop my teaching ..."). And third, state the feeling that it generates in the teacher ("... which frustrates me").

One teacher, distracted by a student who was constantly talking while he tried to teach, one day expressed his feelings quite powerfully: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you, and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

Positive discipline

Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no running in the room," use "move through the building in an orderly manner." Instead of "no fighting," use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Praise students frequently. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile, or a "thumbs up" will reinforce the behavior.

2. Organizing and conducting learning activities

Activities that are well-planned, clearly sequenced and presented, and provide for high levels of student success tend to produce a high degree of student engagement. When students are actively learning, they are less likely to become involved in inappropriate behavior. Effective teachers also organize the learning environment to reduce the amount of influences that can disrupt the flow of instruction, whether in teacher-led groups, small workgroups, or during independent seatwork.

The remaining information in this chapter has been divided into five parts, each one focusing on a different aspect of classroom management:

1. Organizing your classroom and the materials in it
2. Organizing your activities in the classroom
3. Organizing student activities
4. Establishing rules and procedures
5. A classroom guide for planning rules and procedures

Organizing Your Classroom and the Materials in It

Clear guidelines and procedures are necessary from the time the students walk through the door in the morning until they pick up their jackets and leave for home. (See Book 2: Classroom Organization for additional information on planning your classroom.)

Storing Personal Belongings

Experienced teachers use a variety of techniques for helping students organize their materials. Depending on the availability of materials and space, the following ideas have been useful:

- Use shelf space and divide it so that each student has an assigned section or cubbyhole for his or her materials.
- Provide a plastic tub or wooden tote box for each student. If these containers are uniform in size, they can easily be stacked and stored on shelves, windowsills, above coat hooks, and so forth, and students can take them along as they move to different areas in the room. (One advantage some teachers have using this system is that they can easily take attendance by looking on the shelves, windowsills, etc., to see which tote boxes are left.)
- Students can decorate large ice cream containers, which then serve as cubbies. Cubbies can be lined up along a wall, on a shelf, and so forth.
- Use fruit boxes as storage containers by stacking them on their sides. Students can share if space is limited. Provide students with folders or binders to keep assignments in.
- Make a bound book containing six or eight file folder pockets. To make the booklet, staple five folders together. Tape the bottom and part of the side of each folder to make separate pockets. Each student could have a booklet. Include a place for completed assignments and a place for lost papers.

The General Classroom: Curriculum Materials and Supplies

Many different approaches have been used by teachers for storing and locating instructional materials. In the multigrade classroom, it is important that these materials be located and labeled so that students can function independently of the teacher. Often, in classrooms organized for individualized instruction, teachers organize materials into resource centers. The following ideas identified during a meeting in 1997 by the Professional Multiage Teachers Association of Western Washington have been used successfully:

- Locate all materials relating to a particular subject in one area of the room. Then, whenever a child wants to work on math, for example, he will know to go to the math center. This system has several management offshoots. If the children work in specific subject areas in the classroom, then it is easier for them to find partners, and it is also easier for the teacher to keep track of who is working on what subjects.
- Divide the classroom into functional areas: a quiet study area, a place for partner work, a place to have discussions, and a place to use audiovisual equipment. Have specific subject resource centers, and then divide the areas by function. For example, have partner and group discussion space in the science and social studies area; have individual and quiet study space in the mathematics and reading centers. (For a visual example of a classroom, see Book 2: Classroom Organization.)
- Hang labeled and color-coded mobiles in each area. A quiet study area could have a sign hanging above the area saying, "Quiet Study Area." Under the area name, rules for the area could also be listed: "whisper voice only" or "no talking, please." For a subject area, a sign could say, "Social Studies Resources" or "Art Area."

  The students often enjoy making these mobiles themselves. Some teachers have small groups of children make the mobiles as an art activity during the first few days of school. It is an easy way to involve students in setting up the room or area. In addition, clear labeling can reduce the demands students make on teachers for help.
- Make a quiet area for reading, thinking, and resting. This may be a rug in the corner, a beanbag chair, a cardboard house, and so forth.
- Make an art or project area.

- Provide a special place where students can learn about new individual assignments. This might be a bulletin board tree where students can find new individual assignments written on index cards and pinned on the limbs. Library pockets glued on the outside of a file folder could also be used.

  Put library card pockets or hand-made construction paper pockets on a large oak-tag board or corkboard. Student names on the outside of the pockets make refilling easier.

  Have a series of file boxes, organized by grade or level, that contain work assignment folders for each student.

- Students working independently must know what to do with their completed assignments, otherwise, the teacher will be handed a variety of projects all day long. Here are some ideas:

  Have boxes or file cabinets at the teacher center. Color code or label each compartment to correspond with different subjects.

  Specify a cubby or tote box for completed assignments or projects.

  Each student could have a folder at the teacher center. When a child completes an assignment, he could put it in his folder and leave the folder in a specified place, depending on what he was going to do next. Bill Radtke, a multigrade teacher from English Bay, Alaska, has developed a system for student assignments. He explains:

  I use a one-drawer cabinet, a fruit box would do fine, and put a file in for each subject area in math, science, English, and social studies. Students then put every assignment into the file. Each night, all files are corrected and papers are placed in an out basket. The students can then pick up their corrected work the next morning.

- Call students together frequently during the first weeks of school to talk about the advantages of keeping materials organized so that people can find things easily when they want them. Provide positive reinforcement to students for keeping their materials and room areas organized.

- Involve students in the organization of the art and activity centers, subject matter shelves, and so forth. If they help set things up, they are more likely to keep them organized.

- Make up a game that involves points, fun activities, or something your students will like. Give them a score whenever materials areas are especially well taken care of. For example, many teachers have found that students enjoy being read to, and they use this as positive reinforcement throughout the year. Intermediate students can get involved in mysteries, some of the classics, and so forth.
- Devise a system for sending complete assignments home. Some teachers attach a ditto such as the following example to ensure that the assignment gets home and is discussed. This ensures that every parent is communicated with every week and has an opportunity to be involved with his or her child's education.

Student's Name: _____ **Subject:** _____

Assignment: _____

Start Date: _____ **Finish Date:** _____

Comments: _____

_____

_____

_____

_____

Teacher's Signature: _____

Parent's Signature: _____

Student's Signature: _____

- Elect or select student helpers who are to be responsible for certain sections of the room. Rotate these helpers periodically. It is also helpful to schedule cleanup times and post the schedule. Some teachers use card pocket charts that are labeled with the different areas or helper roles in the classroom. Cards with student names are placed in each pocket. Helpers can be rotated weekly.

  Linda Pelroy from Arock, Oregon, uses helpers extensively in her multigrade classroom. She shares the following job chart with a description of each helper's role:

JOB CHART

W.W. Jones Cowhand Helpers

Flag .....Elisa Eiguren
Calendar .....Tony Barrett
Librarian .....Chris Henry
Line Leader .....Sam Stoddart
Caller .....Katie Larruesea
Boards .....Bobby Grenke
Equipment .....Troy Lequerica
Floors .....Harold Largent
Books .....Heather Pelroy
Papers .....Angelica Benites
Erasers .....Chris Dent
Computer .....Raime Lequerica

Descriptions

Flag: Student goes to the front of room and says, "Flag salute, please stand. Ready, begin."

Calendar: Student tells what yesterday was, what today is, and what tomorrow will be. Example: Yesterday was Tuesday, May 16, 1989. Today is Wednesday, May 17, 1989. Tomorrow will be Thursday, May 18, 1989.

Librarian: Checks out books to students and reads a book to others during Story Time.

Line Leader: This student receives the privilege of being first in "Line" this week.

Caller: This student, at recess time, looks to see who is sitting quietly and orderly and calls them by name to line up at the door.

Boards: Student erases everything on the board at the end of the day.

Equipment:	Student makes sure that all equipment has been picked up from inside and outside before leaving for home each day.
Floors:	Student makes sure that the floor is clear of paper and trash.
Books:	Student passes corrected books back to the students each morning.
Papers:	Student passes corrected Morning Work Papers back to the students each morning.
Erasers:	Student takes erasers outside and dusts them off, and then brings them back and puts them in the right places.
Computer:	Student copies given list onto computer board each day for that week. Student also makes sure the computer is covered up each day and that the screen is clean for the next day.

Organizing Teacher Activities in the Classroom

All teacher managerial activities require time. When that time is taken from instruction, students suffer. A common example is when the teacher takes attendance while students wait. Another common example, especially important in the multigrade classroom, occurs when individual students need help while the teacher is engaged in instruction with another student or a small group. Without a procedure for managing this incidental help, instructional time can be seriously disrupted.

Attendance and Other Managerial Procedures

Keeping daily attendance and the morning lunch count are a requirement in most schools. Depending on the number of students, these can consume a small amount of time each day. Several suggestions follow that may increase teacher efficiency:

- Prepare a dittoed class list. Students complete their own attendance sheet by drawing a self-portrait or making a check on the space by their name. For lunch count, students can mark an appropriate "yes" box for hot lunch or milk.
- If tote boxes are used, look at the names on boxes left on the shelf. These students should make up the absentee list.
- Set up an attendance lunch count board or pocket chart. Students remove their names as they come in. Students whose names are left should make up the absentee list.

An especially promising strategy for protecting instructional time during attendance and related managerial duties has been identified by a number of multigrade teachers. This popular strategy is the "entry task." When students first enter the classroom in the morning, after lunch, or any other time, they encounter an entry task written on the board. Troy Smith, a multigrade teacher in Oregon, describes the value, purpose, and procedures for the entry task:

- Entry task is used to develop a mind-set and to maximize the use of time in the classroom. It quickly gets the students ready to enter the learning environment. An entry task has many uses. It can review or help teach a skill.
- When students arrive at school or come in from recess, an entry task notebook is waiting on their desk. The entry task is on the chalkboard ready for the students to begin. They write the date and the task for the day. It may include challenge problems on the board for advanced students. The students know the routine and begin to work immediately. Most of the time an entry task takes about five minutes, thus freeing the teacher for classroom routines such as lunch count.

- The before-school entry task is math. I use review problems because I have found that my students have performed better in math with extra skill review throughout the year. I also use a commercial product called *Daily Oral Language* after recess. The students are given sentences, addresses, and letters written with mistakes. The students make the corrections. Usually I select a student to make the correction on the board. Students then correct their own work. I collect their notebooks every week or so to check their progress.

There are many different types of entry tasks. Some possibilities include:

- Math problems
- Thinking skills
- Language
- Geography
- Silent reading
- Journal writing

Daily Announcements

In the morning before beginning instruction, some teachers set aside time for making announcements regarding the day's activities and special events. Announcements can be used to facilitate discussion or develop oral language skills if students are invited to become involved. Several examples that might be used are:

- Schedule a daily class meeting sometime during the day. All general classroom business is discussed at this time.
- Post information or write messages on a special area of the chalkboard.

Student Strategies for Obtaining Help

One of the problems that multigrade teachers face is providing individual help for students while the teacher is engaged in tutoring or small-group instruction. A successful technique is to develop procedures that clearly spell out what is expected when one needs help and the teacher is busy. These are called "help systems." Students need to understand that not being able to get immediate attention from the teacher is not an excuse to do nothing. Using a help system can reduce student dependency on the teacher and help build self-direction in students. Several help strategies have been found to be useful:

- Have students use a sign-up system, as shown below, that enables them to be specific about the type of help needed. For example, you could have the following four areas on the chalkboard:

Assignments Completed	Need Materials	Don't Understand	Bathroom

Or you could copy similar forms and keep them at the teacher center or on a bulletin board. By using this format, you can plan your time to meet tutoring needs at the opportune moment.

- Colored cones can be used to signal for help. The student puts a red cone in front of him and continues to work until you come to help. Different colors can stand for a different problem (materials request, not understanding, and so forth).
- Secure a two-colored tag to each desk or table. One side of the tag means "progressing alone" and the other indicates "help needed," or one color indicates an immediate need while the other color indicates a tutoring need that can be temporarily postponed.

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- Larger, two-colored cards may be placed flat on the desks or in a folded "tepee" shape. When the student needs help the teacher can see this cue when scanning the room. Various colors can be used to indicate the need for different types of assistance.

- Use a card file system for locating peer tutors. File the students' names under the Subject Area on which they will tutor. Students who are to be "mini-teachers" should be asked to rehearse their methods of tutoring with you. They should understand that a tutor stresses the use of questioning (in contrast to telling), the use of diagrams or manipulative materials, and the use of verbal praise. Ask potential student tutors to observe one of your tutoring sessions after they have discussed tutoring techniques. (See Book 7: Planning and Using Peer Tutoring for more information.)

Robin Lovec, who teaches in a one-room school in Montana, uses a help strategy called the "helping hand." She has an outline of a hand with a magnet on the back. In the center of the hand she places a picture of the helping student for that day. The hand is placed in a central location in the room. Students needing help go to the person whose picture is on the helping hand. Lovec developed this strategy so her prereading students could get help with written instruction without disturbing the teacher.

Organizing Student Activities

One goal for students in the multigrade classroom is that they become involved in selecting and managing their own educational experiences. Successful multigrade teachers have found it critically important that students learn to manage their own time, make decisions, and evaluate what has been happening to them. Students who successfully manage their time tend to:

- Bring only essential things to school
- Clean out cubicles, lockers, or tote boxes once a week
- Keep multigrade papers in a binder or folder
- Use a planning schedule to help them keep track of what to do

Guide for Students

It is critically important to establish clear expectations for students if your class is to be successfully managed. Students need to know what you expect in simple but direct terms. In developing a set of guidelines for students, you may wish to involve them. This will help to develop student understanding, motivation, and ownership. However, it is essential that once a list is set up, students are taught the rules and then systematically monitored to determine how well they are working.

When developing a list of classroom rules, it is helpful to begin with one's beliefs or principles about classroom behavior. The following examples of behavior principles, adapted from Kagan (1990), can serve as guidelines for developing a set of classroom rules. By asking students to describe what each principle might look like in terms of action, the teacher can develop a set of specific classroom rules. There are several advantages to this. First, by involving students, the teacher can develop a sense of student ownership. Second, by starting with a set of principles, the teacher can ensure that the rules reflect teacher values.

Examples of behavior principles

- Be respectful
- Be courteous
- Be prepared
- Treat others as you wish to be treated
- Try your best at all times

Two sets of classroom rules are presented that represent different orientations to classroom life. Set A reflects a generic list of rules a teacher might wish to use for multigrade students while Set B focuses on rules developed to specifically foster cooperative learning workgroups.

SET A: Classroom Rules

- Follow directions
- Complete all assignments
- Do not leave the classroom without permission
- Keep hands, feet, and objects to oneself
- Be cooperative and helpful to others

SET B: Rules for Cooperative Learning

Individual Responsibility

I am responsible for:

Trying .....Improvement counts

Asking .....Requesting help, and clarification from teammates

Helping.....Teammates, classmates, and the teacher

Filling Different Roles

- Checker (checking for understanding and agreement)
- Praiser/encourager (praising effort, ideas, help, roles)
- Recorder (recording ideas, decisions, processing, products)
- Taskmaster (bringing us back to the task)
- Gatekeeper (making sure everyone participates; no bullying, no loafing)
- Gofer (getting materials, books, pencil sharpening)
- Reporter (sharing with other teams, the class, the teacher)

Team Responsibility

We are responsible for:

- Solving our own problems
- Team questions only
- Consulting with other teams and the teacher
- Helping teammates, other teams, the teacher (if asked)
- Inner voice, heard by teammates but not classmates

Quiet Signal

- Hand up, stop talking, stop doing
- Eyes on the teacher
- Signal teammates
- Signal other teams
- Listen

Establishing Procedures and Rules in Your Classroom

Careful attention to planning and carrying out plans will make important differences in student learning. Observations of effective teachers have produced accounts of what these teachers do in managing their classrooms. Table 1 and the following set of guidelines for planning procedures and rules for the classroom are designed to be used together. In Table 1, the results of five experimental studies on classroom management are presented. Only those variables that were measured and that demonstrated statistically significant differences in two or more studies have been included. This table provides an overview of general areas of classroom management worth considering when planning for instruction.

TABLE 1: Results from Experimental Studies on Classroom Management Procedures

Independent Variables

I. Readying the Classroom
- a. Classroom ready for school

II. Planning Rules and Procedures
- a. Efficient administrative routines
- b. Uses appropriate general procedures

III. Consequences
- a. Rewards appropriate behavior
- b. Consistent management of behavior

IV. Teacher Rules and Procedures (first week)
- a. Signals appropriate behavior
- b. Presents, reviews, and discusses rules and procedures
- c. Presents rationales and explanations for rules and procedures
- d. Rehearsal practice included in presentation
- e. Teaches rules and procedures well: presentation, review, correctives, reminders

V. Monitoring Procedures
- a. Effective monitoring
- b. Effectively monitors transitions

VI. Stopping Inappropriate Behavior
- a. Stops disruptive behavior quickly
- b. Stops inappropriate behavior quickly
- c. High percent of students on task

VII. Organizing Instruction
- a. Attention span considered in lesson
- b. Student success in class lessons
- c. Appropriate pacing
- d. Low amount of dead time
- e. Encourages student analysis

VIII. Student Accountability
- a. Monitors student understanding
- b. Consistently enforces work standards
- c. Suitable routines for checking and collecting work
- d. Maintains student responsibility for work
- e. Monitors progress in completing assignments
- f. Task-oriented focus
- g. Plans enough work for students
- h. Lessons are at a suitable level of difficulty

IX. Instructional Clarity
- a. Describes objectives clearly
- b. Clear directions
- c. Clear expectations and presentations
- d. Checks student understanding during directions

(adapted from *School Improvement Program, 1987*)

Guidelines for Planning Procedures and Rules for the Classroom

(Adapted and revised from Evertson, et al., 1981, p. 28–55)

Questions To Ask Yourself

I. Inside the Classroom Procedures

A. Desks, Tables, and Storage

1. What are your expectations regarding the use of chairs and desks?
2. If students use tote trays for materials, what rules are needed for when and how these areas are to be used?
3. What standards do you want to establish about upkeep of desks and storage areas?

B. Learning and Activity Centers

1. How many students will be allowed in each area?
2. What rules and procedures will you establish for the care and use of materials?
3. What rules will students be expected to follow for each center in the classroom?
4. What guidelines do you want to establish for when students can use the centers?
5. How will students know what the rules and procedures are?

C. Student Resource Areas: Materials, Books, and Supplies

1. What are student responsibilities for taking care of these items?
2. What rules need to be established for when and how these areas will be used?

D. Teacher Resource Center (Desk Area)

1. What rules do you want to establish regarding teacher resources? Your desk area?

E. Drinking Fountain, Sink, Pencil Sharpener, and Bathroom

1. How many students can be in these areas at one time?
2. What rules do you want to establish concerning when and how these areas are to be used?
3. What cleanliness standards for the bathroom will you set in order to ensure that it is kept clean?

II. Procedures for Other Areas of the School

A. Outside the Classroom Area: Bathrooms, Office, Library

1. When and how will students have access to these areas?
2. How will students be monitored?
3. How will students behave in these areas? Get to and from them?
4. What procedures will you establish for lining up and going places as a group (recess, lunch, etc.)?
5. What safety rules do you need to establish for the playground and equipment?
6. What standards will be established for eating lunch (manners, noise level, behavior, etc.)?

III. Procedures During Whole-Class Activities and Seatwork

A. Student Participation in Class Discussion

1. How and when do you want students to address questions and responses (e.g., raising hands, calling out, etc.)?

B. Cues or Signals for Getting Students' Attention

1. How will you signal or cue the class when you want everyone's attention (blinking lights, hand signal, bell, etc.)?

C. Talk Among Students

1. What do you expect and desire about noise levels?
2. What cue or signal will you use to let students know the noise level is unacceptable?
3. What procedures and guidelines will you establish for students working together?

D. Making Assignments

1. How will students know what their assignments are?
2. When and how will you give instructions for assignments?
3. How will you monitor progress on assignments?

E. Passing Out Books, Materials, Supplies

1. How will students obtain the materials they need for assignments?
2. Will there be materials that must be passed out? What types?
3. Who will pass them out and when will they be passed out?
4. What will students be doing when materials are being passed out?

F. Students Correcting and Turning in Work

1. How will assignments get corrected? Will students have access to answer keys?
2. What procedures will you have for turning in assignments? Consider where and when.
3. What rules will you have for turning work in to you while you are engaged in instruction with individuals or small groups?
4. How will you keep track of work completed and turned in?

G. Handing Back Assignments

1. How quickly will assignments be returned?
2. What procedure will you use for returning work?

H. Makeup Work

1. How will you monitor who misses instruction and assignments?
2. How and when do you plan to have makeup work completed?

I. Out-of-Seat Guidelines

1. For what reasons can students leave their seats during teacher-directed instruction?
2. For what reasons can students leave their seats during seatwork?

J. What To Do When Seatwork Is Finished

1. What activities are acceptable to do when all work is finished?
2. What procedures will be needed for using extra materials and supplies (e.g., reading books, art supplies, games, etc.)?
3. Will students be allowed to work together and, if so, what will be your guidelines?

IV. Procedures During Small Groups

A. Movement into and out of Groups

1. How will students know when to come to their groups?
2. What procedures, rules, and teacher signals (cues) will need to be taught to students regarding movement to and from small groups?
3. What will students do with materials used prior to coming to a group?

B. Bringing Materials to the Group

1. What materials or supplies should students bring or not bring to the group and how will you explain this beforehand?

C. Expected Behavior in Small Groups

1. How and when can students ask questions and give responses?
2. What expectations do you have for how students are to work together and how will you convey your expectations so students learn these?

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D. Expected Behavior of Students Not Meeting in a Group with the Teacher

1. What will the rest of the class be doing while you are meeting with a small group?
2. What do you expect regarding noise levels and student access to you?
3. How will students learn your expectations regarding behavior when not in a teacher group (getting help, noise, leaving the room, etc.)?

V. Other Procedures that Must Be Considered

A. Beginning the School Day

1. What routines do you plan to establish for opening each school day?
   - Attendance?
   - Date?
   - Lunch count?
   - Sharing?
   - Day's schedule?
   - Special events?
2. What constraints will affect these routines (e.g., student arrival times)?

B. End of School

1. What routines will be established for ending the day?
   - Homework?
   - Positive feedback?
   - Stacking chairs?
   - Cleaning?
2. Will you use a system of student helpers? What constraints should be considered (e.g., leaving school early)?
3. What standards will you set for student helpers in carrying out their roles?
4. What consequences and rewards will you use for student helpers?

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Lee Canter has popularized an approach to classroom discipline called assertive discipline. His program provides detailed training materials, including lesson plan books, charts, sample rules and consequences, and specific ideas for rewarding positive behavior.

Available from: Canter and Associates Inc.
PO Box 64517
Los Angeles, CA 90064

Curwin, R.L., & Mendler, A.M. (1988). *Discipline with dignity.* Alexandria, VA: Association for Supervision and Curriculum Development.

This book presents research-based processes and strategies for developing positive classroom behavior. It begins by focusing on the dignity of the student and recasts the teacher from being a "police officer" to being an individual who mediates learning. Excellent sets of guidelines, observation instruments, and resources are included.

Available from: Association for Supervision and
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1703 North Beauregard Street
Alexandria, VA 22311-1714

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This "how-to" guide provides research-based, step-by-step activities and principles for planning and organizing the elementary classroom.

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This monograph describes how to develop a comprehensive discipline program, including many models that can be easity adapted and used.

Available from: ERIC Clearinghouse on Educational
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5207 University of Oregon
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Multiage grouping and related instructional practices such as continuous-progress learning, developmentally appropriate practices, integrated instruction, and cooperative learning are being implemented with increasing frequency in classrooms across the nation. This book identifies important roles and responsibilities for teachers and administrators and promises success—if implementation is carefully and knowledgeably planned. Perfunctory planning that ignores the magnitude and complexity of the change can produce disastrous results.

Available from:
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5207 University of Oregon
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Grant, J., Johnson, B., & Richardson, I. (1996). *Our best advice: The multiage problem solving handbook*. Peterborough, NJ: Crystal Springs.

This book reviews the research on classroom management and discipline, provides practical strategies, and presents background information useful to anyone desiring to improve classroom management skills.

Available from:
K-Crystal Springs Books
10 Sharon Road
PO Box 500
Peterborough, NJ 07003

Grossnickle, D.R., & Sesko, F.P. (1994). *Promoting effective discipline in school and classroom* (Rev. ed.). Reston, VA: National Association of Secondary School Principals.

This monograph describes how to develop a comprehensive discipline program, including many models that can be easily adapted and used.

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1904 Association Drive
Reston, VA 20191

Kagan, S. (1990). *Cooperative learning: Resources for teachers.* San Juan Capistrano, CA: Resources for Teachers.

This resource provides detailed guidelines for planning and implementing cooperative learning in the classroom. Included are references and sample classroom management guidelines.

Available from: Resources for Teachers
27134 Paseo Espada #202
San Juan Capistrano, CA 92675

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In a richly descriptive book, Miller examines multiage programs at four elementary schools. Developed by the Northwest Regional Educational Laboratory and the ERIC Clearinghouse, the book shares firsthand insights of teachers and administrators who made the change from graded to multiage classrooms. In addition, it draws upon survey responses from participants in a national multiage conference and offers guidelines for a smooth transition to a multiage structure.

Available from: ERIC Clearinghouse on Educational Management
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